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Brain Gain: Rewiring & Reducing Recidivism

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Criminogenic Needs and their Implications for Reducing Recidivism Among Offenders

Goals of Presentation

- Review the integration of two trends in the criminal justice process that are placing a premium on finding **less costly** and **effective** methods of reducing recidivism.
- **Smart Justice** or **Managerial Approaches** to punishment.
- Principles of Correctional Rehabilitation: the Risk, Needs, Responsibility (RNR) theory of correctional rehabilitation.
- Apply the prior principles to an evaluation of a misdemeanor domestic violence diversion program.
- The results of this study support the need for lower cost interventions for lower risk offenders that take into account treatment responsibility concerns (group versus web-based methods of individual instruction).

Antecedents of **Smart Justice** and **Managerialist** approaches to crime control

- They were triggered by shifts in criminal justice policies from rehabilitation and individualized approaches to justice to renewed interest in retribution and presumptive sentences.
- These policies resulted in massive increases in incarceration.
- Texas and other states that relied heavily on the use of incarceration have started focusing on economic and social costs associated with the use of custody and incarceration (the most expensive penal option).
- A New Penology has emerged that seeks to strike a balance in its negotiation of both the amount of censure and the amount of punishment **it can afford** in its response to various violations of the law.

The Integration of the RNR theory of Rehabilitation within Managerialist Approaches: NIC's (2009) Principles of Effective Intervention

- **Risk Principle:** Prioritize resources for higher risk offenders
- **Need Principles:** Target interventions to criminogenic needs (dynamic risk factors associated with criminal involvement).
- **Responsivity Principle:** Be responsive to temperament, learning style, motivation, culture and gender when assigning programs (Capitalize on intrinsic motivation).
- **Dosage:** Higher risk offenders require significantly more structure and services than lower risk.

Managerialist approaches to punishment advocated by the National Institute of Corrections:

- Focus on costs for money spent on punishment/correctional interventions
- Increased emphasis on principles of efficiency and economy of punishment or treatment rather than principles associated with distinct philosophies of punishment (like retribution or utilitarianism e.g., deterrence, incapacitation, or rehabilitation).
- These principles have been adopted as well by the Texas Policy Foundation in partnership with the American Conservative Union Foundation.
- Right on crime contends, "It is counterproductive and wasteful to enact policies that create more criminals, rather than policies that reduce the incidence of crime" (retrieved 3-10-13 <http://rightoncrime.com/category/policy-law-enforcement>)

Request from the Phoenix City Prosecutor's Office:

- Is the Sage diversion intervention adhering to research supported principles of effective interventions for domestic violence offenders?
- Is the program effective in reducing recidivism?
- How effective is the program in retaining offenders diverted to DV treatment?
- Recommendations for improving the program's effectiveness.
- Implications for future policy and practices.

Sage, Inc.'s Domestic Violence Diversion Program's Assumptions

- Is a hybrid intervention that combines principles of power and control theory with CBT principles based on the Franklin reality model.
- It is a group intervention that adopts a one-size fits all approach.
- High and low risk individuals attend the same group sessions and individuals with different levels of motivation for change are subjected to the same intervention.
- The Program did not capture pre and post-test information on variations in power and control or CBT criminogenic needs.

Research Methods: Observational Cohort Study

- Examined two groups of cases referred to Sage's Domestic Violence Intervention: Dismissed cases (Treatment completers); and Executed cases (Treatment dropouts).
- Random proportional sample stratified by cohort years 2010 and 2011, treatment completion status (Dismissed or Executed cases), and gender (n=215).

Recidivism Results

- | | |
|---|--|
| <p>Any recidivism (General)</p> <ul style="list-style-type: none"> Absolute risk of any recidivism is 11% Mean differences: Dismissed (M=.07, SD=.252) and Executed (M=.21, SD=.413, $F = 10.931$, $p = .001$). Magnitude of treatment effect: Cohen's effect size ($d = .41$)[*] and effect size $r = .20$. | <p>DV recidivism</p> <ul style="list-style-type: none"> Absolute risk of DV recidivism is 5% Mean differences: Dismissed (M=.02, SD=.135) and Executed (M=.11, SD=.320), $F = 10.280$, $p = .002$. Magnitude of treatment effect: Cohen's effect size ($d = .31$)[*] and effect size $r = .18$. |
|---|--|

^{*} Cohen's d : Small $> .20$, Medium $> .50$ and Large $> .80$; r : Small $> .10$, medium $> .30$ and Large $> .50$.

Relative risk or Risk ratio: 1 Year Criminal Follow-up for CTG relative to NCTG

- | | |
|---|---|
| <p>Any recidivism</p> <ul style="list-style-type: none"> RR= .3130 69% decrease in risk of any recidivism for the CTG relative to NCTG 95% CI: .1514 to .6469 Z statistic: 3.136 p=.0017** Relative reduction in risk of 7% relative to the baseline risk of 23% [Oliver et al. 2011] | <p>DV recidivism</p> <ul style="list-style-type: none"> RR= .1601 84% decrease in risk of DV recidivism for the CTG relative to NCTG 95% CI: .0437 to .5856 Z statistic: -.0056** Relative reduction in risk of recidivism ranges from 3% to 5% relative to baseline risks: 18 [Oliver et al. 2009; 21% Babcock et al. 2004; 30% Campbell et al. 2009]. |
|---|---|

Logistic Regression Results: Dependent variable, Treatment Completion Status (Attrition rate 30%)

Variables exp(B)	B	SE	Wald	df	Sig.
Age			5.105	2	.078
Age 18-29	1.038	.460	5.101	1	.024*
Age 30-39	.798	.530	2.264	1	.132
Gender	.515	.404	1.626	1	.202
Non-connected in relationship	1.336	.336	15.844	1	.000**
Pre contemplation	-.388	.335	1.208	1	.276
Contemplation	-.050	.304	.027	1	.870
Action	-.202	.183	1.208	1	.272
Constant	-.617	.268	5.279	1	.022*
Constant	-1.475	1.344	1.205	1	.272

Logistic Regression Results: Dependent variable any recidivism (General Recidivism)

Variables exp(B)	B	SE	Wald	df	Sig.
Age			2.142	2	.343
Age 18-29	-.399	.548	.532	1	.466
Age 30-39	-1.114	.763	2.140	1	.143
Gender	-.507	.619	.671	1	.413
Non-connected in relationship	-.074	.503	.022	1	.883
Pre contemplation	-.430	.478	.809	1	.368
Contemplation	-.359	.422	.723	1	.359
Action	-.503	.249	4.083	1	.043*
Dismissed/evaluated	-.032	.337	.009	1	.923
Constant	1.268	.511	6.160	1	.013**
Constant	-5.830	1.907	4.033	1	.043*

Logistic Regression Results: Dependent variable any recidivism (DV Recidivism)

Variables	B	SE	Wald	df	Sig.
Exp(B)					
Age			1.143	2	.563
Age 18-29	-.841	.826	1.037	1	.308
Age 30-39	-.775	1.002	.597	1	.440
Gender	1.305	1.168	1.250	1	.264
Non connected	.181	.725	.042	1	.833
In relationship	-.494	.733	.454	1	.500
Pre contemplation	.547	.430	.159	1	.684
Contemplation	.545	.372	2.147	1	.143
Prep Action	.125	.478	.024	1	.725
Dismissed/rescused	1.875	.854	5.422	1	.020*
Constant	-6.201	2.780	4.977	1	.025*

Conclusions

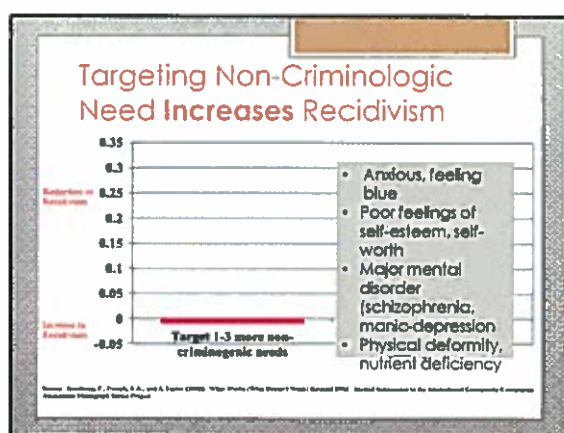
- The DV program had a small treatment effect on DV recidivism.
- The program has better retention rates than in other jurisdictions—30% compared to an average of 40% with a range from 36% to 60%.
- Dropping out and contemplating a need for change increased rates of general recidivism.
- Persons who dropped out were **6.5 times** more likely to commit a new DV offense than persons who completed treatment.
- The younger offenders who are disconnected and least motivated to change were the most likely to drop out of treatment.

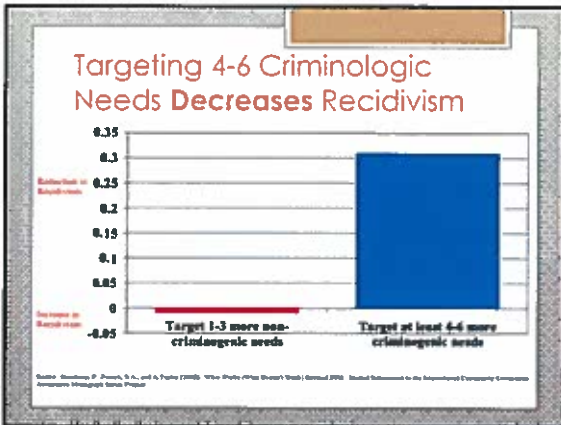
Implications of findings:

- Procedures are needed to differentiate high and low-risk offenders. (We are recommending use of NIC's **Proxy Assessment** to differentiate high from low-risk offenders currently employed by Maricopa County's Jail Classification staff.)
- Explore alternatives that can reduce attrition rates among the non-connected individuals (individuals with low stakes in conformity) at increased risk of not completing treatment, because NCT is independently predicting general recidivism, and DV recidivism.
- Refer lower risk and stakes offenders to lower-cost and dosage interventions.
- Pilot test the referral of DV cases not involving IPV to an alternative intervention that is not a group method of delivering treatment.
- Non-group approaches that are provided on-line are potentially beneficial to rural communities that cannot afford establishing traditional group batterer intervention programs.

Challenging Goals	Indicators	Interventions (Goal)
Anti-social personality pattern ✓	Impulsive, adventurous pleasure seeking, reflexively aggressive and instable	Build self-management skills, teach anger management
Prevalent attitudes	Rationalizations for crime, negative attitudes toward the law	Counter rationalizations with prosocial attitudes, build up a prosocial identity
Social supports her crime	Criminal friends, isolation from prosocial others	Replace problematic friends and associates with prosocial friends and associates
Substance abuse	Abuse of alcohol and/or drugs	Reduce substance abuse, enhance alternatives to substance use
Family/parental relationships ✓	Inappropriate parental monitoring and disciplining, poor family relationships	Teach parenting skills, enhance warmth and caring
School/work	Poor performance, low levels of relationships	Enhance work/study skills, nurture interpersonal relationships within the context of work and school
Prosocial recreational activities	Lack of involvement in prosocial recreational/leisure activities	Encourage participation in prosocial recreational activities, and teach prosocial abilities and sports

Andrews, D. A., Bonta, J., & MacLachlin, C. (2006). *Assessing Risk and Needs: A Guide for Public Safety and Correctional Services*. Ottawa: Canadian Centre of Justice.





- ### What you REALLY want to know
- For participants at least 16 years of age.
 - A multi-media internet program. (Pictures and videos with few words)
 - Taught by an avatar. Bridget never goes on strike or wakes up on the wrong side of the bed! (Program fidelity)
 - Proctored and verified by SI through a HIPAA compliant video conferencing platform.
 - Real-time, any-time course monitoring

What is Social Intelligence?



A shift in how you view the world

SI targets belief systems
Not just social skills.



Two self theories



Fixed (entity) theory People who believe their qualities are fixed traits.

Malleable (or incremental) theory People who believe that their most basic qualities can be developed through their efforts and education

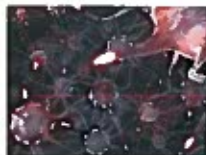


Four Course Principles

Embedded in each of 42 sessions

Principle 1: Neuroplasticity

Our brains physically change ever second of every day.



Understanding neuroplasticity improves math scores

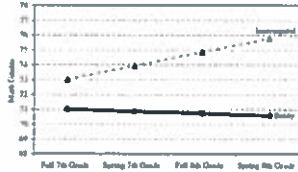


Figure 1. Graph of interaction effect of theory of intelligence and time on math achievement. Growth curves of predicted mathematics grades over 2 years of junior high school for students with incremental $d = 1.52$ above the mean and entity $d = 1.52$ below the mean theories of intelligence.

Principle 2: No two people see a situation the same



No one thinks exactly like you...

It's simply impossible

Your job is to figure out how others see it. That is the only way you will understand them.



Principle 3: Ninety-five percent of what we think, say, and do is unconscious



Principle 4: People are humans, not objects



Seven Course Modules



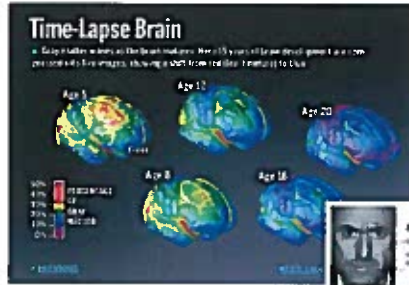
We teach people how to identify basic human behavior, **in themselves and others**, and change course, should they choose to do so.

Module 1: Neuroplasticity

From birth to death, our brains are constantly changing based on the world around us.

- Session 1: What is Neuroplasticity?
- Session 2: Babybrain Connections (ages 1-3)
- Session 3: Brain Sculpting
- Session 4: Teen Brain (to age 26)
- Session 5: Genes
- Session 6: Neuroplasticity Wrapup

For example: Teen brain



Module 2: Conscious and unconscious brain processing

How the brain processes information about ourselves and others

- Session 1: Unconscious processing
- Session 2: Effort
- Session 3: Law of least effort
- Session 4: Cognitive biases
- Session 5: Self-serving bias
- Session 6: Availability bias
- Session 7: Status quo bias
- Session 8: Brain processing wrap-up


Intentional
versus
Unintentional



Identifying whether a person's behavior is automatic (unintentional) or intentional helps you make better decisions on how to react to them.



Unintentional
illogical (biased)
thinking




Identifying whether a person's behavior was automatic or intentional helps you make better decision

Module 3: Mind Reading

Empathy and perspective-taking: Learning the feelings and thoughts of another.

- Session 1: Introduction to mind reading
- Session 2: Perspective-taking
- Session 3: Developing perspective-taking
- Session 4: Perspective-taking is a choice
- Session 5: Reading emotions
- Session 6: Emotional contagion
- Session 7: Mind-reading Wrap-up

Different perspectives



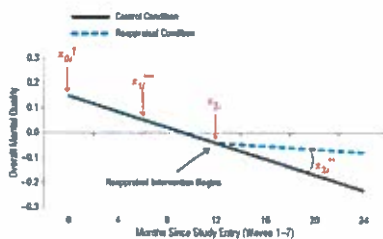
My truth isn't your truth.
How I see things isn't how you see things

The ability to toggle back and forth between your perspective and another person's perspective is the greatest skill you can achieve. It is something you can learn to do.

Emotional contagion



Perspective-taking writing exercise improves marriages



Module 4: THEM!

In-group, out-group biases and how best to intelligently approach these biases

- Session 1: THEM! Intro
- Session 2: They're all alike
- Session 3: Hidden prejudice
- Session 4: Human or object
- Session 5: Bystander effect
- Session 6: Other's pain
- Session 7: Stanford prison study
- Session 8: THEM! Wrap-up

Brain categories

Module 5: Face-to-Face

The ebb and flow of smooth social interactions, and the importance of getting outside of our own heads and genuinely connect with others.

Session 1: Technology
 Session 2: Face-to-face conversations
 Session 3: Out-of-sync
 Session 4: Eliminate distraction
 Session 5: Conversation is not a performance
 Session 6: Slow down
 Session 7: Face-to-face wrap-up


Module 6: The Past

Our early childhood experiences form the foundations of how we "do" life.

Session 1: Social brain development
 Session 2: Learning to love and be loved
 Session 3: We see what we expect to see
 Session 4: Your past wrap-up

Module 7: Choice


Living SI principles is a daily conscious choice. (1 session)



"Me" doesn't work anymore



Social Intelligence Program Evaluation - 2013




Universidad Rey Juan Carlos

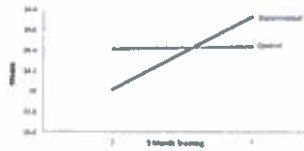
Dr. Carmen Ecija Gallardo
Principal Investigator

Universidad Rey Juan Carlos
Madrid, Spain

Study Method
University Students: Ages 17-21
N = 268
4 month program



Improves Social Sensitivity

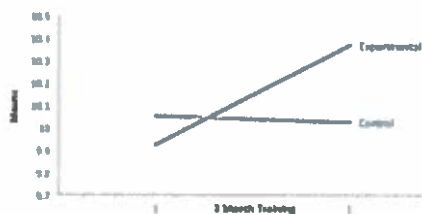


Perspective taking, attention to others' emotions, interest in understanding others' points of view

For example: Perspective-taking

- I try to look at everybody's side of a disagreement before I make a decision.
- I sometimes try to understand my friends better by imagining how things look from their perspective.
- I believe that there are two sides to every question and try to look at them both.
- When I'm upset at someone, I usually try to "put myself in his shoes" for a while.
- Before criticizing somebody, I try to imagine how I would feel if I were in their place.

Improves Self-Efficacy



Self regulation in social situations, social skills

For example: Self Regulation

- Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.
- I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.
- Thanks to my resourcefulness, I know how to handle unforeseen situations.
- No matter what comes my way, I'm usually able to handle it.
- I am good at entering new situations and meeting people for the first time.

Herberger (Gifted ages 9-17)

- Friendlier
- Less hostile
- More connected
- Enjoying relations with friends and family more
- More willing to take the perspective of others in their social interactions
- Better able to meet the daily goals that they set for themselves
- When they had stressful time with friends, they were harmed less and were more resilient.





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